

Name:

REQUIRED LESSON PLAN FORMAT

Name:

Date:

Subject:

Grade Level:

Length of Lesson: *Plan 60 minutes*

Lesson Plan Title: Use a title that informs the reader

Content Standard:

Materials & Resources: List of materials and resources needed for the lesson. *Attach worksheets/copy of PPT slides etc. to lesson.*

PLANNING

Unit Goal(s): The Tennessee Grade Level Expectations written out fully. (This should be the same as the goal you have listed on a unit plan.)

Learning Objectives: What should students be able to do by the end of the lesson? Write measurable objectives for the content and/or process standards.
In addition, list the performance indicator(s) that apply to this particular lesson. Be sure that they are associated with the Grade Level Expectation(s) that you included for your goal. Checks for Understanding are appropriate to include as needed.

Enduring Understandings: The big ideas that students will understand by the end of the lesson.

- **CONCEPT(S):** The broad topic being taught to students. Suggestions: Think of main concepts regarding your objective(s) that you want the students to know by the end of the lesson. These will be what you focus on in the body of your lesson. **DEFINE** your content.
- **ESSENTIAL QUESTIONS:** How and why questions that get students to think critically about the concepts/content. These questions should drive the lesson. (Include at least 3)

Interdisciplinary Connections: List of Tennessee Grade Level expectations and performance indicators in other academic areas (language arts, math, science, and social studies) that are directly addressed in the lesson. Be sure to discuss these connections with students within the lesson or incorporate them as part of the activity. *These are often the real-world applications.*

Name:

INSTRUCTION

INTRODUCTION or Anticipatory Set **Time:**

The introduction or set is what prepares students for learning. It should tie to previous learning or assess what students know about the topic. It should motivate students and get them working as soon as they enter the classroom. Explicitly introduce the objective(s) & curriculum standards for your lesson to your students.

BODY

Activities **Time:**

This is the main part that students are engaged in for the lesson.

List activities sequentially; incorporate a variety of differentiated strategies; keep in mind - what are the students going to learn - then what are the students doing, what is the teacher doing? How will the teacher check for understanding? Provide a length of time for each main activity in the body. **Be sure to write so that another teacher could fully understand how to teach the lesson.** Refer to your curriculum standards/objectives at appropriate times within the body of the lesson.

Practice **Time:**

Also known as guided practice - this can always be adjusted based upon the time you have available, so include all work you want to be done. *In some cases your practice section may not be separable from the activities section or it may be completed for homework. Therefore you may delete this section if not applicable. Very typically used for math classes.*

CLOSURE **Time:**

Review what you have studied. This is the time to be sure that students have attained your objective(s). They should be able to answer your essential questions at this point – refer back to the curriculum standards/objectives during the closure. This is an opportunity for **the students to demonstrate** that they met the objectives of the lesson. It should provide an opportunity for students to verbalize the learning, to demonstrate the skills one more time (if practical), and to communicate to the student information about the next lesson or future learning. Give them a hook for the next lesson: “and tomorrow we’re going to talk about...”

Name:

Evaluation: How will you assess what students have learned from the lesson? How will learner objectives be evaluated? Describe any performance assessment you would use? Provide evidence of differentiated assessment strategies.

This segment outlines student indicators of success **within** the lesson, data collected to evaluate student achievement, and **future** assessments to be used in determining retention and ongoing application, as well as the lesson in relation to a larger unit of study.

Use a heading for informal (observations, questions, etc.) and formal (worksheet, quiz, project, etc.) for this section.

Alternative and/or Supplemental Activities/Extensions:

Describe additional ideas that you could use if you had more time to extend the lesson on a subsequent day or if you don't use the whole time for class (i.e., you finish 10 minutes early).

(For whom is the activity intended? For what purpose? - enrichment, individual practice, homework, seatwork, etc.)

Differentiation – Accommodations for individual learners:

Explicitly refer to techniques you will use in your lesson to differentiate for *ability, interest, and/or learning style*.

References: List any resources that you used to develop your ideas for your unit and lesson plans. Please list exact URLs to reach lesson if websites are used.